Research on WeChat-Based Interactive Mobile Learning Mode in Teaching "Survey of Britain and America"

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Abstract—**On the analysis of English teaching reform and mobile learning, the paper attempts to integrate the interactive functions of WeChat to explore and construct an interactively mobile teaching mode based on WeChat under the constructivist theory. Compared with QQ and blog, WeChat has more powerful functions in mobile learning. Therefore, this study aims to construct an interactive mobile learning mode based on WeChat to assist the teaching of "*Survey of Britain and America*". The feasibility and effectiveness of the new mode can facilitate the interaction in English teaching, improve the quality of teaching and enhance students' ability of autonomous learning. However, further research should be conducted on this new mode such as technical development of WeChat platform and standardization of teaching content.**

Keywords—Survey of Britain and America; Mobile Learning; WeChat; Interaction

I. INTRODUCTION

In the teaching of "*Survey of Britain and America*", the interaction between teachers and students is limited to the class, the interaction time is limited by class hours, and there are serious deficiencies in the interaction between teachers and students. In recent years, the combination of wireless communication technology and Mobile Internet enables people to acquire knowledge and interact with others freely with the help of mobile communication devices, thus mobile learning (M-learning) came into being.

II. RESEARCH AND REFORM IN THE TEACHING OF "*SURVEY OF BRITAIN AND AMERICA*"

English teaching should change the teacher-centered teaching methods, highlight the role of students in teaching",

and reform English teaching methods through "computer, multimedia and network technology[1]. In recent years, researchers in China have carried out reform on the teaching of this course with the guiding ideology of highlighting students' dominant position in teaching activities and using network information technology. Highlighting the role of students in teaching activities is to change the one-way infusion teaching and emphasize the interaction between teachers and students. The practice shows that interactive teaching mode plays an important role in developing learners' autonomous learning ability. At the beginning of this century, researchers called for the use of modern education technology to achieve teaching informatization, improve teaching quality and learning efficiency. With the help of computer network, they made use of websites, BBS, QQ to expand the interaction between teachers and students. Desmond Keegan, an expert in remote education technology in Ireland, pointed out "in the new century, learning methods will transform from distance learning and e-learning to mobile learning [2]. Chinese scholar Qingyang Gui believes mobile learning "is the future of Chinese foreign language learning [3]. *Horizon report of New Media Consortium* (NMC 2013) also pointed out that mobile learning would become the mainstream of education. Thus, mobile learning is bound to become a new trend of education technology that conforms to the developing times. The application of mobile learning in this course is not only an inevitable choice for teachers and students to break through the limitation of time and space to interact, but also an effective way to realize the universalization of this course.

III. THE ADVANTAGES OF WECHAT-BASED MOBILE LEARNING MODE

A. Mobile Learning

In 1994, the Wireless Andrew project of Carnegie Mellon University in the US started the research on mobile learning first. The concept of mobile learning was first introduced to

China in 2000. Many scholars at home and abroad have defined mobile learning. Ronghuai Huang first introduced the concept of mobile learning, then analyzed the domestic mobile learning cases, and finally discussed the development trend of mobile learning in the future. [4] Dye believes that "mobile learning is the learning that can take place all the time with the help of mobile devices. Mobile computing devices used in mobile learning must effectively present learning content and provide two-way communication between teachers and learners. [5] WuW-H, Jim Wu Y-C, Chen C-Y, et al. reviewed the trends from mobile learning studies. [6] At present, mobile learning mode is mainly based on SMS, multimedia email, mobile learning software, online browsing and real-time interactive software. WeChat, QQ and blog are the instant social software with a great many users in China at present. Compared with QQ and blog, WeChat has more powerful functions. Therefore, this study aims to construct an interactive mobile learning mode based on WeChat to assist the teaching of this course.

B. The Advantages of WeChat-based Mobile Learning Mode

WeChat is social media software launched by Tencent in 2011. It focuses on the real-time communication function of mobile terminals such as smart phones. Users can communicate and interact with each other by sending text messages, voice messages, pictures and video anytime and anywhere through mobile network or WIFI. WeChat is not only easy to use, cheap and efficient, but also has powerful interactive function, which attracts many users, especially college students. The use of smart phones among college students has been basically popularized, which has laid a solid hardware foundation for the research of mobile learning model based on WeChat.

1) Teaching Based on the Largest Instant Social Communication Platform

According to Quest Mobile, a well-known big data service provider in China, the number of WeChat registered users has exceeded 927 million by March, 2016, and the number of Chinese users has reached nearly 600 million, with college students accounting for about three-fifths. Currently, WeChat is the largest mobile real-time social communication software for Chinese users. The five operating system platforms that support WeChat (Android, Ios, Symbian, Windows Phone and Black Berry) basically cover the smart phones currently used. WeChat is easy to operate and update costs less. Teachers and students can easily use WeChat to send, receive and view the teaching content of relevant courses, which is favored by the majority of teachers and students and provides an ideal platform for mobile learning.

2) Diversified Teaching Forms and High Efficiency

WeChat software, with its diversified functions, can send and receive text, pictures, video, voice and other kinds of information. Phone calls, text messaging on mobile phones, e-mail, blog, BBS and other functions are integrated into WeChat to form a simple and efficient multimodal, an integrated mobile interactive platform. A variety of interactive modes make interaction more flexible and unobstructed, it can realize the diversification of teaching forms; motivate learners' interest in learning so as to improve teaching effect. The mobile teaching

based on WeChat is completely different from the traditional teaching methods. It can realize the point-to-point transmission of teaching information and teaching resources on WeChat. Relevant information can be transmitted to learners instantly and accurately.

3) Powerful Real-time Interaction to Improve the communication and the Emotional Communication between Teachers and Students

WeChat is an ideal interactive platform, which includes the interaction between users and mobile learning platforms, and the interaction between users. And the interaction between users also includes online and offline interactions [7]. The interaction is ubiquitous, multimodal, and dimensional. The new mode can provide a good virtual communication environment for teachers and students, students and students. In this new teaching model, teachers can encourage and care for students in study and life through WeChat, and students can communicate and discuss freely with teachers or learning partners in WeChat. In equal and close communication, teachers can better understand students' needs, design teaching activities according to students' needs, and improve the learning effect.

IV. THE CONSTRUCTION OF WECHAT-BASED MOBILE LEARNING MODE IN TEACHING *SURVEY OF BRITAIN AND AMERICA*

A. Dividing Curriculum Content Modules according to the Features of this Course and Students' Interests

In the application of this new mode, first of all, according to the characteristics of the curriculum and students' interests and requirements, curriculum content modules should be divided, following the principles of modularity, integrity, logic, fun, and situation. The course aims at consolidating basic language knowledge and increasing students' understanding about British and American cultures. Therefore, the curriculum contents can be divided into vocabulary module, reading comprehension module, audio and video module and learning methods module.

B. Organizing Learning Materials according to the Characteristics of Each Module

Students hope to choose their own learning content on the mobile learning platform and adjust their learning speed according to their English learning level and course characteristics. And the determination of learning resources of each module is the key to the construction of mobile learning mode. The organization of learning resources should be combined with the teaching purpose, teaching content, teaching objects and characteristics of mobile learning.

1) Vocabulary Module

Common vocabulary is chosen by using corpus, combining relevant textbooks, monographs and dictionaries to select the required vocabulary. According to the principle of interest and situation, hot words and special words are selected to motivate students' interest in learning. And this module can realize the functions of test, phrase translation and word training.

2) Reading Module

Time spent in mobile learning is characterized with fragment and discontinuity, learners' attention has the characteristics of dispersion, the characteristics of the learning environment are complex. The organization and selection of this module should be textbook aided, short refining, illustrated and distinguishing. Amounts of materials can be obtained on the Internet, however, the quality is uneven, the difficulty is different, and some of the material also lacks of logic and systematization, it is difficult to identify and select. Therefore, when determining the material, corpus research method should be adopted; English readability analysis software should be used to select the appropriate articles for this module. In addition, the teaching of this course should keep pace with the Times and pay close attention to the international situation, especially the latest political, economic, scientific, educational and cultural and healthcare developments in Britain and the United States. Therefore, the materials pushed on WeChat platform should be flexible and closely related to the social reality, so as to motivate students' interest in learning and improve the teaching effect. For example, when introducing British government, teachers can introduce the Scottish referendum; when introducing the British countryside, it can be combined with the official country house where President Xi stayed during his visit to the UK.

3) Audio and Video Module

According to the learning content, relevant audio and video materials can be applied for in-class presentation and after-class push. When learning British media, the BBC will be involved. Teachers can choose typical BBC original programs to play in class, so that students can have a more intuitive and emotional understanding of the BBC. When introducing British and American dramas, video clips of excellent dramas can be selected for presentation in class, while complete audio and video materials can be pushed after class. The choice of videos and audios should be careful. Audio or video material should not be too much. The electronic files, audio files, video materials and other extracurricular learning materials pushed on WeChat should also be suitable for students' cognitive level, otherwise it may backfire. If the material is too difficult or too much, students may feel tired of learning, lose the initiative to learn, which fail to realize WeChat aided teaching.

4) Learning Method Module

This module introduces the method of vocabulary memory and the method of reading, which is helpful to improve the efficiency of vocabulary memory and students' reading ability. Some learning experience can be summarized and methodological guidance for students can be provided. It can also recommend relevant websites, books and reference books to aid students' independent study.

These modules can realize the functions of test, and can carry out the training on reading, writing, listening and speaking anytime and anywhere.

C. Using WeChat to Establish a Teacher-led and Student-centered Interactive Learning Model

Because of the large amount of information, the teacher's lecture will take up much time; as a result, students can't be the center of teaching. Students who unilaterally receive the information will gradually feel bored and lose the initiative to learn. After the introduction of mobile learning into this course, it can change the traditional teaching mode, can make the teachers play the leading role and realize the teaching of student-based orientation to construct interactive learning mode. Good interactive function of WeChat provides an ideal platform for this mode. Teachers use WeChat to design effective class activities. For example, to introduce British and American films, relevant video can be pushed on WeChat in advance for students to watch, and students can imitate or dub the clips. Teachers should make full use of the after-class time to push the relevant material regularly on WeChat. Students can use the fragmented time after class to study the learning materials. In addition, teachers can arrange students to collect materials relating to the teaching, make use of notepad, circle of friends to interact with students after class. No matter what kind of teaching method is adopted, teachers should adhere that students are always the center of teaching.

V. CONCLUSION

WeChat-based interactive mobile teaching mode has unique advantages. Firstly, WeChat familiar to students is integrated into class teaching, which can effectively improve class participation, alleviate learning anxiety and form a natural relaxing atmosphere. Secondly, it can effectively solve the insufficient and confined teacher-student interaction. It can break through the limitation of time and space to carry out various forms of interaction anytime and anywhere. Teaching becomes more effective and flexible, and students can learn actively. Finally, this mode can meet students' particular needs. Teachers and students push rich learning materials through the public platform. Students can control their learning progress and effectively master the teaching content. Under the supervision and guidance of teachers, students not only complete the knowledge construction in interaction, but also develop their awareness of cooperation, sharing and innovativeness. However, further research should be conducted on the consciousness of mobile teaching, improvement of theoretical framework, construction of application model, technical development of WeChat platform and standardization of teaching content.

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